

DEVELOPMENT COORDINATION

A. Major Development Partners: Strategic Foci and Key Activities

1. Several development partners, including nongovernment and nonprofit organizations, have provided a diverse range of assistance for general education and technical and vocational education and training (TVET) in the Kyrgyz Republic. Development partners have helped the government implement national education sector strategies, and contributed to attainment of the Sustainable Development Goals.
2. Major development partners supporting education include the Asian Development Bank (ADB), the World Bank, European Commission, United Nations Children's Fund (UNICEF), Global Partnership for Education, Aga Khan Foundation, and Soros Foundation. Development partners have contributed to school curriculum reform, development of learning and teaching materials, improvement of in-service teacher training, strengthening of the learning assessment system and practices, and upgrading of education facilities and equipment.
3. Major development partners supporting TVET include ADB, German development cooperation through Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the International Labour Organisation, United Nations Development Programme, and European Training Foundation.
4. ADB and GIZ are the leading development partners involved in TVET. ADB has funded two TVET projects: (i) the Vocational Education and Skills Development Project, which was successfully completed in 2011;¹ and (ii) the ongoing Second Vocational Education and Skills Development Project, which has been operating since 2012,² and has supported modernization of the Kyrgyz Republic TVET system through TVET curriculum and materials reforms, TVET teacher qualification improvements, and TVET facility upgrading. GIZ has implemented two TVET programs, which focus mainly on (i) establishing a system of independent industry assessment, (ii) improving the labor market information system, and (iii) matching jobs with job-seekers. GIZ also supports a regional TVET program (Professional Education and Training in Central Asia), which includes a component for the Kyrgyz Republic on skills development for food processing and food technology in post-secondary education.
5. Major development partner supported projects in the education and TVET sectors are summarized in the Table.

¹ ADB. Kyrgyz Republic. [Vocational Education and Skills Development Project](#).

² ADB. Kyrgyz Republic. [Second Vocational Education and Skills Development Project](#).

Major Development Partners

Development Partner	Project Name	Duration	Amount (\$ million)
I. Pre-primary, Primary, Secondary, and Tertiary Education			
ADB	Education Sector Development Project	1998–2004	18.7
	Second Education Project		
	Education for Children with Special Needs	2006–2012	15.5
	Strengthening Education Sector Development Program	2007–2011 2015–2021	1.0 20.0
Aga Khan Foundation	Early Childhood Program	2015–2020	1.2
	European Commission	Community School Improvement Program	2017–2020
European Commission	Support to the Reform of the Education Sector	2013–2018	20.0
	Review of the Sector Policy Support Program in the Education Sector	2013–2016	0.2
GPE	Support to the Education Sector	2014–2016	1.9
	Pre-school Education Project	2012–2017	12.7
Soros Foundation	Inclusive Education Project	2017–2019	1.1
World Bank	Sector Support for Education Reform	2014–2018	23.9
UNICEF, United Kingdom Department for International Development	Peacebuilding programme for youth , Peacebuilding in ECD program	2017–2021	2.5
UNICEF	Early Childhood Program and Quality Education	annually	0.2
UNICEF	Midterm Action Plan of the Education Development Strategy and Education Sector Analysis.	2018–2020	0.1
GPE /World Bank			
II. Technical and Vocational Education and Training			
ADB	Vocational Education and Skills Development Project	2007–2011	10.0
	Second Vocational Education and Skills Development Project	2012–2018	20.0
GIZ	TVET and Employment Promotion	2014–2017	9.1
	TVET and Employment Promotion	2017–2018	3.5
	Professional Education and Training	2016–2019	10.5
UNDP	Integrated development and improvement of TVET	2014–2016	0.5
ETF	Tracer Studies Project	2014–2016	0.2
ILO	CIS qualifications systems	2016–2019	0.4

ADB = Asian Development Bank, CIS = Commonwealth of Independent States , ECD = early childhood development , ETF = European Training Foundation, GIZ = Gesellschaft für Internationale Zusammenarbeit, GPE = Global Partnership for Education, ILO = International Labour Organisation, TVET = technical and vocational education and training, UNICEF = United Nations Children’s Fund, UNDP = United Nations Development Programme.

Source: Asian Development Bank.

B. Institutional Arrangements and Processes for Development Coordination

6. In 2012, the Ministry of Education and Science formulated the Education Development Strategy for 2012–2020 and the associated Action Plan for Education Development. The strategy specifies three major goals: (i) equitable access to and relevance of education, (ii) quality and efficiency of education, and (iii) institutional development and capacity building of education and TVET policy planners and administrators. The action plan translates the strategy into specific activities and targets in coherent, 3-year increments.

7. The action plan and strategy have been appraised by and agreed with development partners. To help the government successfully implement the action plan, development partners have established the Development Partners' Coordination Council (DPCC). The DPCC is the comprehensive development coordination mechanism for the Kyrgyz Republic education sector, and all key development partners participate. Its main functions are to: (i) provide a single platform for policy dialogue among the government and development partners on education and TVET development and reforms; (ii) facilitate networking and broader collaboration within the development partner community; (iii) share lessons from individual development partner projects, and effectively address systemic implementation challenges; and (iv) avoid duplication of support and promote coordination, from project design through implementation.

8. The proposed program will help improve government capacity in strategic sector planning and service delivery through major policy reforms, including development of the National Skills Strategy 2020–2030. The process for development of the National Skills Strategy will include: (i) joint development partner and government assessment of education and TVET sector performance; (ii) establishment of policy targets through consultations with stakeholders, including local governments, nongovernment and nonprofit organizations, civil society, and the private sector; (iii) development of a medium-term sector expenditure framework; (iv) establishment of a monitoring and evaluation system and indicators, with which the government and DPCC will review and jointly assess National Skills Strategy progress and achievement; and (v) strategic and coordinated mapping of development partner support in bridging technical and financial resource gaps. The policy-based program grant component will be used to address these processes and help the government and development partners rationalize and align priorities and resources with the National Skills Strategy and other reform agendas.

C. Achievements and Issues

9. The efficiency of development coordination has improved following establishment of the DPCC. Development partner-funded projects now develop synergies and complementarity, and monitoring of project implementation and impact assessment are more likely to be coordinated. Coordination through the DPCC also helps strengthen the rationale for and justification of development partner support for Education Development Strategy-based projects.

10. One of the development coordination challenges in TVET is that the overall number of development partners active in the sector is relatively small. Despite effective ongoing coordination, current partners cannot meet all needs of the subsector. Support is required for national policy reforms, TVET school infrastructure, equipment and facilities, and capacity development for the government and TVET personnel generally. The private sector is expected to play a more active role in TVET development, and industry and employer views will add value to the DPCC. Policy reforms under the proposed program will facilitate (and to a large extent require) significant improvements in planning and coordination of development assistance feasibility research, design, and implementation. This will ensure that development partner projects and programs are aligned with government priorities, strategies, and plans, and implemented according to development partner–government agreements that exclude duplicated efforts, and culturally unacceptable approaches.